

WILD WOMB

menstrual education, health and
sovereignty



TOOLKIT

Expressive arts and somatic practices
for menstrual education

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COLLABORATIVE ACKNOWLEDGEMENT

© This toolkit is a collection of the activities explored during the Erasmus + training course *Wild Womb: menstrual education, health and sovereignty*, coordinated by Symbiotic Roots Association (Spain, 2025).

First version: January 2026

Languages: English, Spanish

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This toolkit is co-funded by the Erasmus+ programme under grant agreement: 2025-1-ES02-KA153-YOU-000300970

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INTRODUCTION

WILD WOMB

Wild Womb is an educative project developed by the Association Symbiotic Roots that promotes menstrual health and sovereignty through expressive arts, somatic activities and social sciences.

It is based on a participatory and transdisciplinary approach that supports collective knowledge and community building. Furthermore, it promotes dialogue and cooperation, ensuring an inclusive and safe space for exchanging perspectives and fostering transformative learning.

One of the initiatives developed by this project was **“Wild Womb: Menstrual Education, Health & Sovereignty”**, a 7-day training course, co-funded by the European Union, and designed for youth workers interested in deepening their knowledge of menstrual health and sovereignty.

During the training, participants explored the social, political and environmental dimensions of menstrual health, engaging in discussions about menstrual rights, menstrual poverty, sustainability and gender equality.

The training emphasized on facilitating educational spaces for dismantling taboos, addressing inequalities and strengthening menstrual literacy in youth work.

Through somatic exercises, expressive arts and peer-learning, participants acquired tools to facilitate learning environments on menstrual education.

This toolkit aims to enrich youth work with Menstrual Education Tools. It was born during the training course resulting from a collaborative effort of all participants.

This toolkit explores topics such as taboo and stigma, body-territory, cyclicity and self care through expressive arts, somatic practices and experience-based learning. It promotes collective knowledge and participatory methodologies, and offers insights and activities that support agency and transformation at a personal and collective level.

Wild Womb invites youth workers, educators and facilitators to promote menstrual health and sovereignty among youngsters. We encourage you to multiply and reproduce the activities and share with us your experience or thoughts.



METHODOLOGY

PARTICIPATORY LEARNING

The Wild Womb educational program is based on non-formal learning methods, psychosomatic resources, artistic tools, and other experiential approaches.

It uses a participatory methodology, viewing participants as active agents in co-creating knowledge, contributing to both learning and teaching. The program is cooperative and transdisciplinary, exploring key themes from various disciplines while fostering the practical and experiential incorporation of these ideas.

The pedagogical approach focuses on working with what emerges from the group and the territory. Learning is not limited to pre-established content, but is constructed dynamically and in a living way from the needs, interests, experiences, and energies of the participants, as well as the context and resources of the territory.

Applicability

This methodology allows knowledge to arise collectively, integrating diverse perspectives and promoting the co-creation of meaningful learning. It recognizes the richness of the unexpected and situational as a source of creativity, transformation, and deep connection between participants and their environment.

NON-FORMAL EDUCATION

A non-formal, embodied approach to menstrual education empowers youth workers to create safer, more inclusive spaces where young people can reconnect with their bodies and their own cycles of change.

The training invited participants to learn through experience: movement-based exploration, storytelling, dialogue circles, arts-based practices, and collaborative reflection. These methods helped deconstruct taboos, normalise and dignify conversations around menstruation, and cultivate an environment of openness, curiosity, and shared agency.

Applicability

By engaging with the menstrual cycle through somatic practices, expressive arts, and collective meaning-making, youth workers discovered tools that can be adapted to diverse communities and cultural contexts. This approach supports menstrual understanding and strengthens emotional resilience, body literacy, and offers inclusive wellbeing strategies for young people.

TRANSDISCIPLINARITY

The Wild Womb Training Course is thought of as an heterogeneous space, made of different identities and multicultural perspectives aiming to promote sovereignty and menstrual advocacy.

Within the context of a pluralistic and non-formal education, it is fundamental to merge citizen knowledge with scientific knowledge. Transdisciplinarity methodology allows us to give space to these multiple voices, coming from diverse ecosystems and social contexts.

It aims to generate knowledge from an integrative and holistic approach that promotes the convergence of thoughts and communication.

Transdisciplinarity is the methodology that promotes co-creation and urges that non-scientific actors, who are often the target groups, are involved in the construction of knowledge, and their voices and agency are represented.

Applicability

In this context, transdisciplinarity and menstrual sovereignty intersect by integrating knowledge from diverse fields—such as health, education, ecology, culture, and social justice—to create holistic approaches that honor bodily autonomy and transform how menstruation is understood and experienced.



APPROACH

SOMATIC TOOLS

SOMATIC EDUCATION FOCUSES ON EXPLORING AND INTEGRATING THE CONNECTION BETWEEN BODY, EMOTIONS, AND MIND, WITH THE GOAL OF CULTIVATING GREATER BODILY AWARENESS.

Somatics refers to the study of the body from the perspective of internal experience, through one's own sensations and perceptions. The Greek word *Soma* conveys the idea of an integrated, fully inhabited body, sensitive to both the internal and external world, a body that can feel itself and maintain an internal perception of its own state. This approach seeks to reintegrate the lived experience of body, mind, and being as a unified whole.

Somatic practices aim to enhance sensory and motor awareness in order to explore, from direct experience, both internal and external landscapes, recognizing that we exist as bodies in relationship with the earth and with other bodies.

These tools contributed to:

- **Promote connection with the body** and identify internal sensations, generating knowledge from an experiential approach that included the bodily and psycho-emotional aspects.
- **Reconnection with Physiology:** To understand and inhabit the reproductive organs and processes through direct experience.
- **Self-Care and Self-Regulation:** To listen to the body's needs and respond to them in each phase.
- **Autonomy and Empowerment:** To make conscious and free decisions about health, sexuality, and well-being.

EXPRESSIVE ARTS

ARTISTIC EXPRESSION OFFERS A SYMBOLIC LANGUAGE THAT TRANSCENDS THE LIMITS OF SPOKEN WORDS, OPENING SPACE FOR DEEPER UNDERSTANDING, EMBODIED INSIGHT, AND INCLUSIVE DIALOGUE.

Expressive arts tools allowed the group to approach sensitive themes such as stigma, taboo, and body-literacy from a place of creativity, empathy and collaboration. It has become a key resource in supporting participants in exploring and communicating the emotional, psychological, and cultural dimensions of menstruation.

Throughout the project, we integrated collage, creative writing, dramatisation, drawing, performative practices with the aim of:

- **Dismantling taboos and stigma** around menstruation through symbolic and creative languages.
- Exploring the **body-territory as a space of identity, memory, and personal sovereignty**.
- **Strengthening self-care and regulation** practices that support connection with the menstrual cycle.
- **Stimulating spontaneous and authentic expression** through visual, somatic, creative writing, and performative arts.
- **Facilitating processes that dignify bodily experiences** and foster a more conscious and respectful relationship with oneself.

LIVING LAB

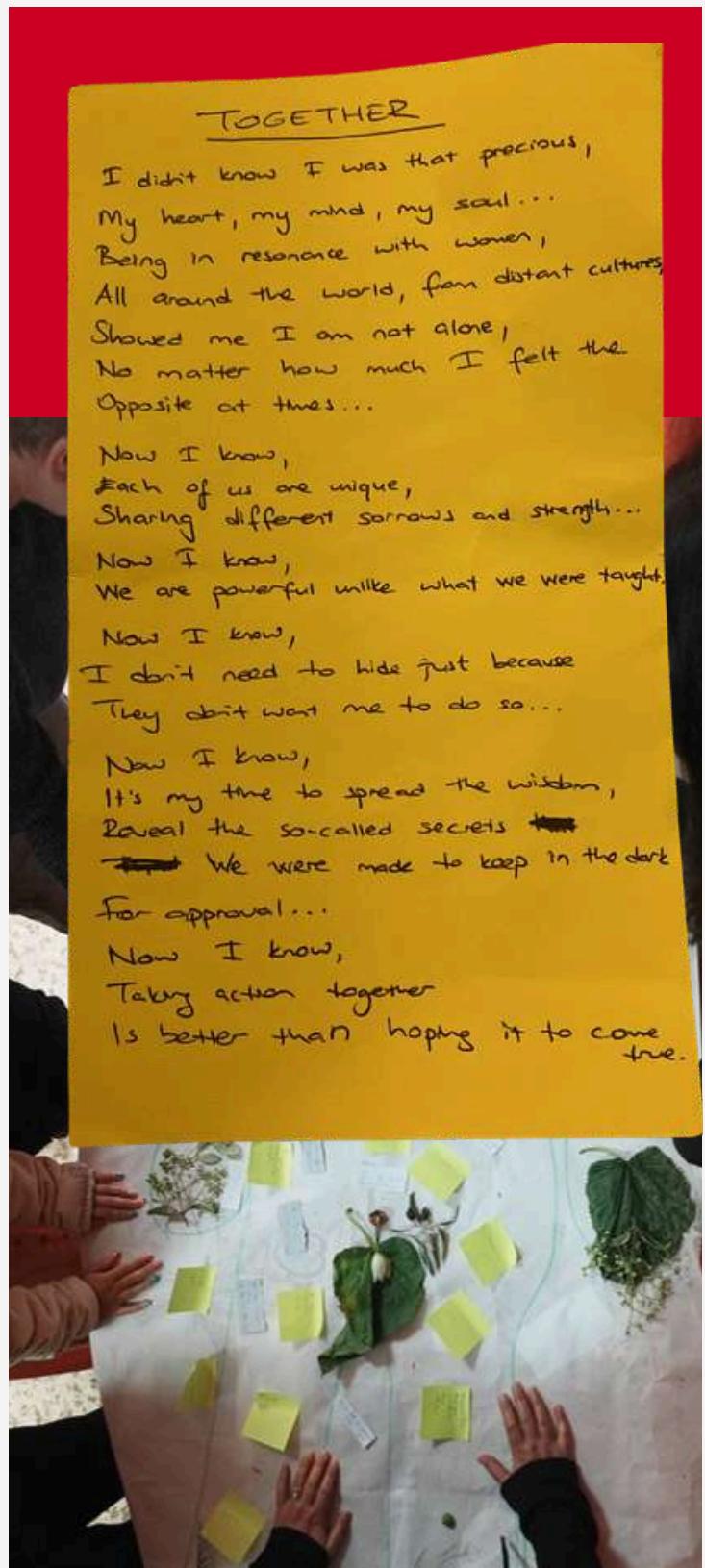
THE LIVING LAB IS A SPACE FOR COLLECTIVE RESEARCH, EXPERIMENTATION, AND INNOVATION.

It invites participants to become co-creators in the search for meaningful and sustainable responses to identified needs. It cultivates a culture of inquiry, reflection, and shared learning, supports the ongoing evaluation of methods and tools, and seeks to integrate innovative proposals that enrich the work of collaborating organisations and participants.

As a living and evolving methodology, it helps us:

- **Stimulate active participation** and shared responsibility in the co-creation process;
- **Evaluate the applicability and impact** of the tools used for training youth workers;
- **Foster cooperation** and generate shared experiences that strengthen ties between participants;
- **Develop approaches** that can be adapted to different groups, themes, and cultural contexts;
- **Enrich youth work** tools with the experience and knowledge of participants.

Using this methodology allowed participants to test and apply expressive arts and embodiment practices in realtime, encouraging active experimentation, co-creation, reflection and expression.



poem by the participant Aslıhan Denizli



THEMES

MENSTRUAL TABOO AND STIGMA

Menstruation is still one of the strongest taboos across many cultures, shaping the way young people learn to relate to their bodies, how they express their needs, and how they understand the changes they go through.

During the training, we recognised how stigma shows up in the body (as tension, fear, secrecy, or disconnection) and explored the intersectional dimensions of the menstrual taboo. We tapped into how it restricts body literacy, reinforces gendered inequalities, and makes it harder for young people to access care, autonomy, and wellbeing.

We explored cultural myths from different contexts and examined how challenging menstrual taboo

can become an act of reclaiming sovereignty, restoring trust in our bodily processes, and expanding the cultural narratives that shape what is considered normal, acceptable, or valuable.

Addressing menstrual taboo brings in the opportunity of creating environments where young people feel recognised, respected, and supported in relating to their bodies with more confidence, freedom, and self-awareness.

SHARING OUR MENSTRUAL STORIES CAN OPEN NEW PATHWAYS TOWARDS DIGNITY, INCLUSION, AND PERSONAL AGENCY.



BODY AS TERRITORY

Menstrual Sovereignty refers to the understanding that each person has the inherent right to know, claim, and govern their own body especially in relation to menstrual health, choices, and experiences.

Within this concept, menstruation is not viewed as a taboo or limitation, but as a natural, powerful, and integral part of bodily identity. Menstrual sovereignty emphasizes access to accurate information, freedom from stigma, the ability to make informed decisions about one's menstrual care, and the right to safe, sustainable, and culturally respectful resources.

BODY AS A PERSONAL TERRITORY WHERE AUTONOMY, CONSENT, KNOWLEDGE, AND DIGNITY ARE CENTRAL.

The idea of body territory has roots in South-American indigenous feminist pedagogies, decolonial movements, and community-based body literacy practices. As both a methodology and a social movement, it emerged from activists, educators, and collectives who sought to reclaim the body as an extension of the landscapes we inhabit, usually destroyed and dominated by extractivist companies, and neoliberal practices.



This approach uses embodied learning, storytelling, art, and movement to help individuals reconnect with their physical and emotional experiences, recognize external influences on their bodily autonomy, and build tools for self-advocacy.

In the context of this project, this framework equips participants with awareness, language, and practical strategies to cultivate body literacy, challenge harmful norms, and foster inclusive environments where everyone can exercise full sovereignty over their menstrual and bodily wellbeing.

CICLICITY AND SELF CARE

Cyclical is the quality of vital processes that unfold in cycles: natural patterns that repeat and transform over time.

It is a way of inhabiting the body and time in harmony with the rhythms of nature and the inner hormonal dance, recognising that change and transformation are essential parts of life.

Cyclical challenges the linear and productivity-driven logic that dominates modern culture and disconnects us from our natural rhythms.

**CYCPLICITY ALSO MEANS
QUESTIONING THE CONSTANT
DEMANDS FOR PRODUCTIVITY,
AVAILABILITY, AND
PERFORMANCE IMPOSED BY
MODERN CULTURE.**

Caring for our cyclical involves a felt connection with our body and respect for the rhythms, needs, and possibilities of each phase of the ovulatory menstrual cycle.

This means returning to the body through deep listening, recognising that we are not the same every day and that our energy, emotions, and capacities naturally fluctuate.

Honouring the cycle is allowing ourselves to live each phase with awareness: each phase offers distinct qualities that can guide our decisions, relationships, and the organisation of our daily life.





ACTIVITIES

Virtual masterclass activities

TRAVELING WITHIN: ANATOMY, PHYSIOLOGY, AND CYCLICITY

Mikaela Estrada, Symbiotic Roots

INTERSECTIONALITY, GLOBAL MENSTRUAL HEALTH AND GENDER JUSTICE

Serena Bernardini, EuropaMente

TRAVELING WITHIN: ANATOMY, PHYSIOLOGY, AND CYCLICITY

[CLICK HERE](#)

We need safe spaces where we can descend into our bodies and reconnect with our sexual organs to give them presence within our body: to look at them again, name them, recognize them, and thus rebuild the connection with our physiology and with the pleasure, safety, and vitality inherent to them.

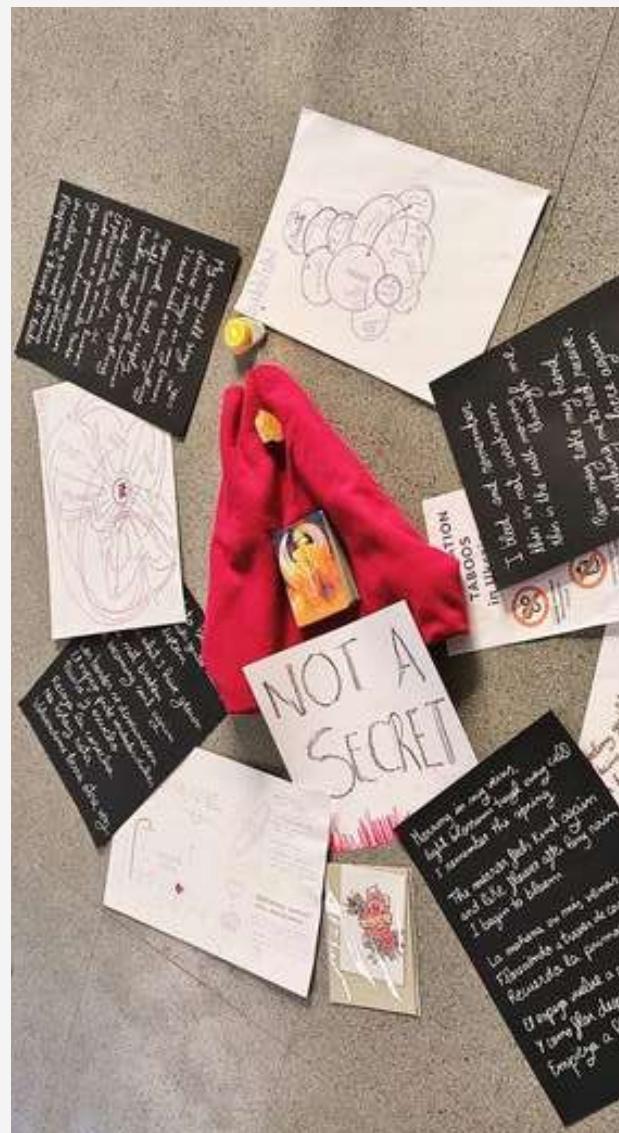
In traditional educational spaces, most of the time we have been taught a reduced and distant sexual anatomy, represented in black-and-white photocopies, static and inert.

We need educational spaces where we can **learn about sexual anatomy from a holistic approach** that teaches us about its functioning, as well as tools and ways to access it somatically.

It is important to remember that anatomy is alive and pulsating in our bodies: it is embodied, has energetic qualities, and is within our reach to feel.

Reconnecting with the physiology and anatomy of the cycle is, among other things, a necessary path to **reclaiming autonomy over our health and sexuality**: our right and ability to make informed, free, and conscious decisions about our own bodies.

Our ecosystem is within, and exploring it through the **awareness of sensations** is a portal to deep self-knowledge, necessary for personal and collective transformation.



INTERSECTIONALITY, GLOBAL MENSTRUAL HEALTH AND GENDER JUSTICE

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Intersectionality helps us recognise how multiple social categories such as gender, race, class, ability, and migration status intersect to create overlapping systems of privilege and oppression.

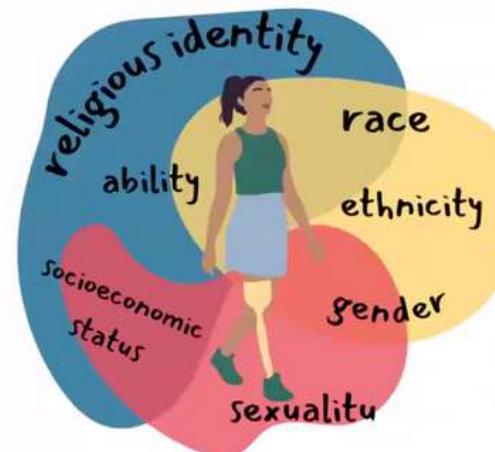
We explored the origins of intersectionality, acknowledging the foundational work of **Kimberlé Crenshaw**, and reflected on what we understand by this concept today.

This masterclass invited us into a collective reflection journey structured around four thematic sections:

1. Understanding intersectionality
2. Intersectionality within global frameworks
3. Intersecting intensities and menstrual experiences
4. Intersectionality in policy and advocacy

We reflected on how menstrual health is not only a biological issue, but also a social, political, and intersectional one. **Menstrual experiences are shaped by cultural norms, economic conditions, identity, and access to resources.**

An **intersectional lens** helps **reveal inequalities in access, stigma, and agency, showing how menstruation can limit participation in education, work, and community life.** We discussed how **policies on menstrual leave, taxation, and facilities impact equity**, and how different groups (girls, women, and trans youth) face distinct barriers related to disability, rural contexts, migration, and socio-economic conditions.



Best Practices for Inclusive Policy-Making and Advocacy



> Data Collection and Analysis:

Policies should be informed by disaggregated data that reflects the intersection of gender, race, class, and other factors.

Example: Collecting data on access to menstrual education and products among migrant girls with disabilities or those living in low-income, rural areas.



> Participatory Policy Design:

Engage marginalized groups in the development of policies to ensure they address real needs and challenges.

Example: Consulting Migrant or Roma women on education and health reforms.



> Intersectional Budgeting:

Allocate resources specifically targeting the needs of groups affected by multiple forms of discrimination.

#1 COMING TOGETHER

The following three activities have been designed as a block for group building, breaking the ice, and setting the context for the week. Each activity can also be used separately for its own specific objective.

GROUP PULSE

Context Setting: Be mindful of the diversity of your group, their capacities of aiming at someone, catching an object or focusing.

Duration: 15 - 30 minutes

Materials: 3 balls (objects you can throw), a ball of wool

Location: any location where your group can stand in circle and move; preferably without furniture around.

Objectives:

- Breaking the ice through playfulness
- Getting familiar with each other's names in an organic way
- Enhancing group synergy
- Get to know each other in an active way: gradually deepening the layers of connection (names and games, involving the body, sharing experiences and projects and getting to vulnerability)
- Creating trust
- Setting context for the group: connection to self, nature and each other, opening sharing spaces.

Step-by-Step Instructions

1. Standing in a circle invite the participants to share their names and a movement. Everyone repeats the name and the movement.

2. Introduce the ball of wool. The participant holding the string says their name and the name of the person they are sending the ball of wool to. The person who receives it holds part of the wool around their finger and sends it to the next person. Continue until everyone is holding a part of the web created by the wool string.

Reverse the process to roll the wool back together, still saying names each time the ball is thrown.

3. Introduce one ball. Throw it to a participant while saying their name. The participant who receives it throws it to another person, saying their name, ensuring no one is repeated. Once each participant has received and sent the ball once, repeat the pattern or reverse the process.

4. You can throw more than one ball to create an overlapping pattern and to bring rhythm and playfulness.



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INNER LANDSCAPES

Context setting: Let participants know that this activity includes movement, optional physical contact, and moments of eye contact. Invite participants to:

- Share any boundaries they want others to be aware of
- Feel free to adapt or skip any instruction
- Choose alternatives if direct eye contact feels uncomfortable (e.g., looking at the forehead or shoulder)

Acknowledge that cultural norms around touch and eye contact vary. Encourage everyone to follow what feels safe and comfortable for them.

Note for youth workers: Adapt for different ages or abilities as needed.

Duration: 25 minutes

Materials: Speakers, music (optional)

Location: Preferably outdoors: a park, garden, or forest.

Objectives:

- To open a connection to self, nature, and each other.
- To introduce movement and body awareness.
- To practice “seeing and feeling seen” in a safe, guided way.

Step-by-Step Instructions:

1. Invite participants to walk in the space, being aware of their breath, and putting the attention on their inner state. Invite them to each choose a tree in the space, and go closer to it. Ask them to connect with the tree in whatever way feels natural for about 2 minutes. Then suggest to choose a second tree and repeat the connection.

You may guide them with prompts that encourage exploration:

- *Maybe you want to hug the tree.*
- *Close your eyes for a moment and then open them again.*
- *Notice the textures, the size, the shape.*
- *Can you reach the branches?*

2. Invite participants to walk freely in the space. Ask them to try different rhythms: slow, fast, playful, grounded. Introduce simple movement instructions, for example: “*When I say jump, you jump.*” / “*When I say floor, touch the floor.*” / *When I say shoulder, gently touch someone’s shoulder.*

3. When participants cross paths, invite them to briefly look into each other’s eyes only if it feels comfortable. Encourage them to simply witness who else is part of the group.

Offer non-eye-contact alternatives such as looking at someone’s forehead or collarbone.

4. When you sense the group is ready, invite them to stop at the next person they meet. Ask them to pair up, stand back-to-back, and gently lean onto each other.

Let them stay in this moment for 1–3 minutes, feeling supported and supporting.

5. Bring everyone back into a circle and ask them to share one word that expresses what they experienced.

6. Reflective Questions

- *Raise your hand if it was challenging to look into the eyes of others?*
- *When did you feel most connected?*
- *What surprised you during the activity?*



STATUES OF SUPPORT

Context setting: Before the sharing offer guidelines to the group around touch, emotional needs and culture differences and agree, as a group, to respect boundaries.

Duration: 45 minutes to 1h depending on the size of the group (count at least 5 min of sharing per person)

Location: Indoor/outdoor

Objectives:

- Set the context of your group meaning opening space for vulnerability, fears and supporting each others and dropping into physical and emotional presence.
- Creating an intention from the body.
- Breaking physical and verbal boundaries using the body for expression .



picture taken during the *Statues of Support* activity

Step-by-step instructions:

1. Invite the group to explore the environment and find an element that they connect with and could represent either the way they are feeling right now, a fear or an anxiety about entering the group (something else), give 5 minutes of wondering.

2. Call the participants back to the circle. Explain how the process will go: Each participant is going to be able to share about their element and what it represents for them and will be invited to go into the middle of the circle and express their process through a body sculpture. Other participants will be invited to enter the circle and place themselves in a way that supports the position of that person. (It helps to demonstrate it with a simple example: be aware of not setting a strong norm and to welcome any expression)

You can give prompts to offer different possibilities around how to share your process in order to give space and voice to everybody's capacity of sharing.

3. Come together in the end, standing up and sing a song or share a poem.

#2 TABOO AND STIGMA

This block suggests ways of tapping into conversations around personal and collective taboos and stigmas regarding menstruation. It opens circles on these topics and supports the creation of new narratives to dismantle established norms.

MAPPING MENSTRUAL TABOOS

Context Setting: Be mindful of the cultural stigmas and taboos that may surround menstruation.

menstruation. Let participants know that this conversation can feel personal or exposing, and that cultural differences may strongly influence how people relate to the topic.

Invite everyone to **share only what feels comfortable, and remind them that all experiences are valid.** Encourage a space of respect, confidentiality, and non-judgment, where participants can step back at any moment if they need to.

Duration: 45 minutes

Materials: paper, pens, crayons, highlighters

Location: Indoors/ Outdoors where participants can have a space for sitting and writing.

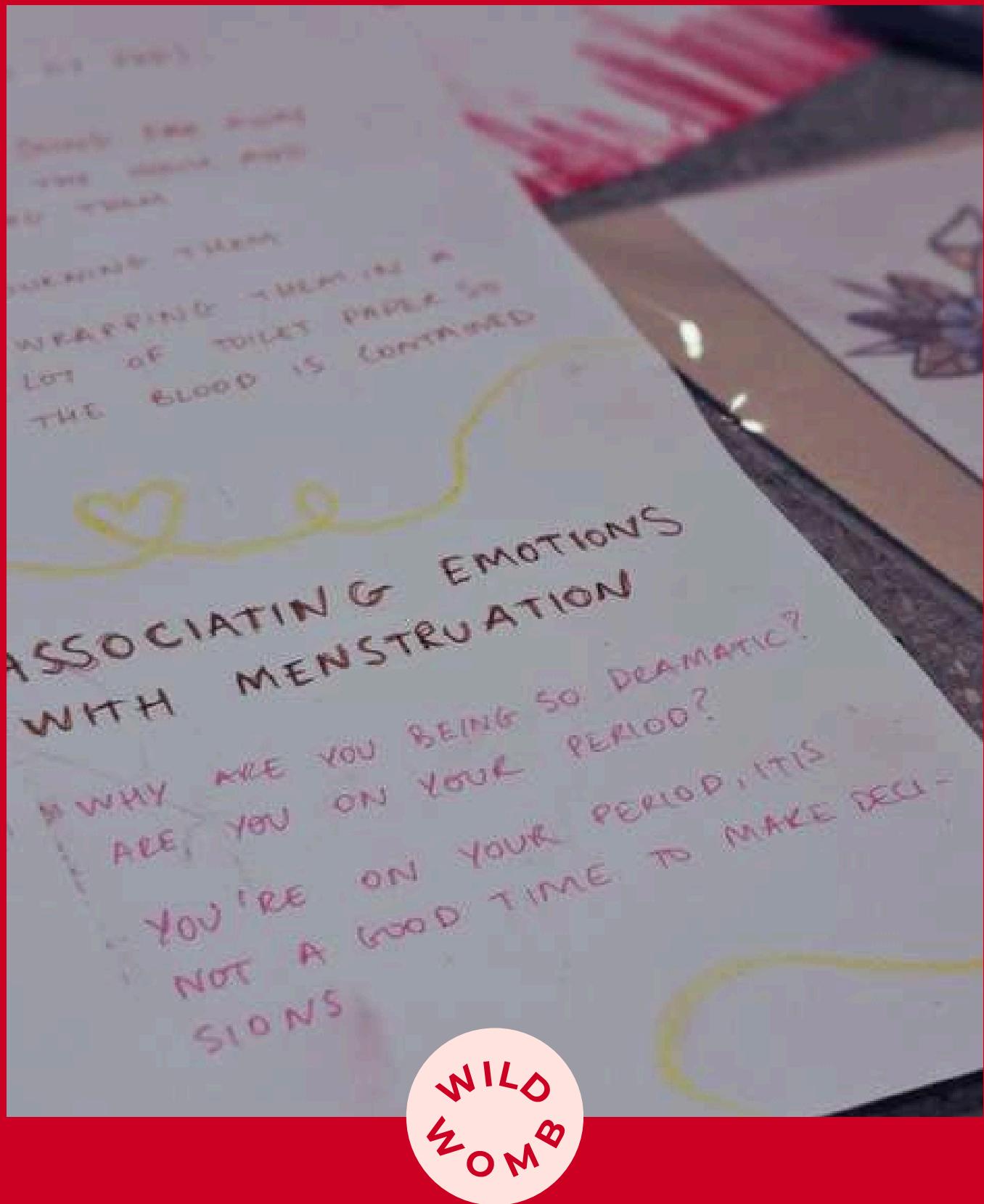
Objectives:

- Explore how stigma and taboos surrounding menstruation vary across cultures, identifying both similarities and differences.
- Normalise individual experiences by connecting personal stories to broader collective narratives. Dignify the menstrual experience of each one.
- Foster empathy and compassion by inviting participants to view menstruation-related taboos and stigmas from different perspectives.

Step-by-step instructions:

1. Provide a brief overview of the activity, including its purpose, ground rules, and what participants can expect. Allow time for participants to prepare mentally and emotionally.
2. Invite participants to take some minutes to reflect and write down the menstrual taboos they learned or encountered within their culture.
3. Form small groups and invite the participants to discuss on their reflections. Encourage open, respectful listening. Ask each group to identify shared elements across their narratives and maps these similarities on a large sheet of paper.
4. Groups present their maps to the full group, highlighting key themes and insights that emerged from their discussions.

Note: Questions and need for sharing will arise, try to find space and time during or after the activity for participants to voice their experiences



TRANSFORMATION THROUGH PERFORMANCE

Following the Taboo & Stigma activity, the previously formed groups are invited to select one of the identified taboos or stigmas and design a performative intervention that reframes it into a positive or empowering phenomenon.

Context Setting: Ensure the space and activity promote inclusion. If the performance involves movement, be attentive to participants with mobility disabilities or any physical constraints. Adapt the activity as needed.

Duration: 30 minutes for preparation and 5 minutes for each performance

Materials: groups can use all the materials available in the space, and are responsible for creating or sourcing any materials they need for their performance.

Location: Indoors/ Outdoors where participants can feel safe to be exposed.

Objectives:

- Encourage participants to explore new ways of expressing and channeling their creativity.
- Generate creative, imaginative solutions to social issues related to taboos and stigmas.
- Inspire observers to take action in situations of injustice or discrimination.
- Raise awareness and stimulate critical thinking among participants.



Step-by-step Instructions

1. Present the activity, explain the rules, outline the timing, and clarify expectations.
2. Group Preparation (30 min): Groups choose a taboo or stigma they wish to work with. They decide how to transform it through performance; this could take the form of a song, theatre piece, dance, poem, interactive public action, or any creative medium. The facilitator keeps time and offers support if needed.
3. Performances: Each group presents their performative “resolution” to the larger group (approx. 5 minutes each).
4. Discussion & Integration: Facilitate a conversation to reflect on the performances and integrate insights or emotions that arose.

Reflective Questions

- *Can you relate to what you just saw? In what ways? If not, can you recall a situation where you could have been more engaged or aware regarding this topic?*
- *What might be different in a world where this performance’s message was the common or accepted resolution?*
- *Can you think of other possible resolutions for the taboo or stigma addressed.*

#3 BODY AS A TERRITORY

This block invites exploration of personal and collective taboos and stigmas linked to body territory, with a special focus on menstruation. It offers ways to open conversations around the many dimensions and actors involved, from lived experiences and cultural expectations to social norms and systemic influences.

EMBODIED WARMING UP

Context setting:

- Emphasise consent, touch, and personal boundaries.
- Participation is always optional: “*If at any point you don't feel like moving, you are welcome to observe.*”
- Invite participants to maintain awareness of their comfort level throughout.

Duration: 15 to 25 minutes

Location: Indoors/Outdoors

Objectives:

- Encourage playfulness, leadership, and collective movement.
- Practice verbal and non-verbal communication, consent, limits, sharing.
- Explore movements and animal embodiment.
- Promote inner connection and awareness.



Step by step Instructions:

1. Warming up explorations: Invite participants to move at different speeds and to embody different elements of nature (e.g., walk like a heavy rock, move like a gentle river, etc.).
2. Ask them to form pairs and stand back to back. Invite them to slowly lean back to share a bit of weight, exploring subtle adjustments and micro-movements to stay balanced.
3. Continue working in pairs: one person with their eyes closed (A), the other person (B) gently guides the movements of person A to the music. Offer a small demonstration of moving arms, legs, etc.
4. Everyone gathers in a line and moves forward, embodying an animal. Name three or four different animals and then invite participants to call out the next animal for the group to embody.

Reflective questions:

- **How did you connect to the space?**
- **How did you connect to your body?**
- **How did you connect to the group?**

METAPHORS IN MOVEMENT

Duration: 15 to 25 minutes

Materials: Paper and pens

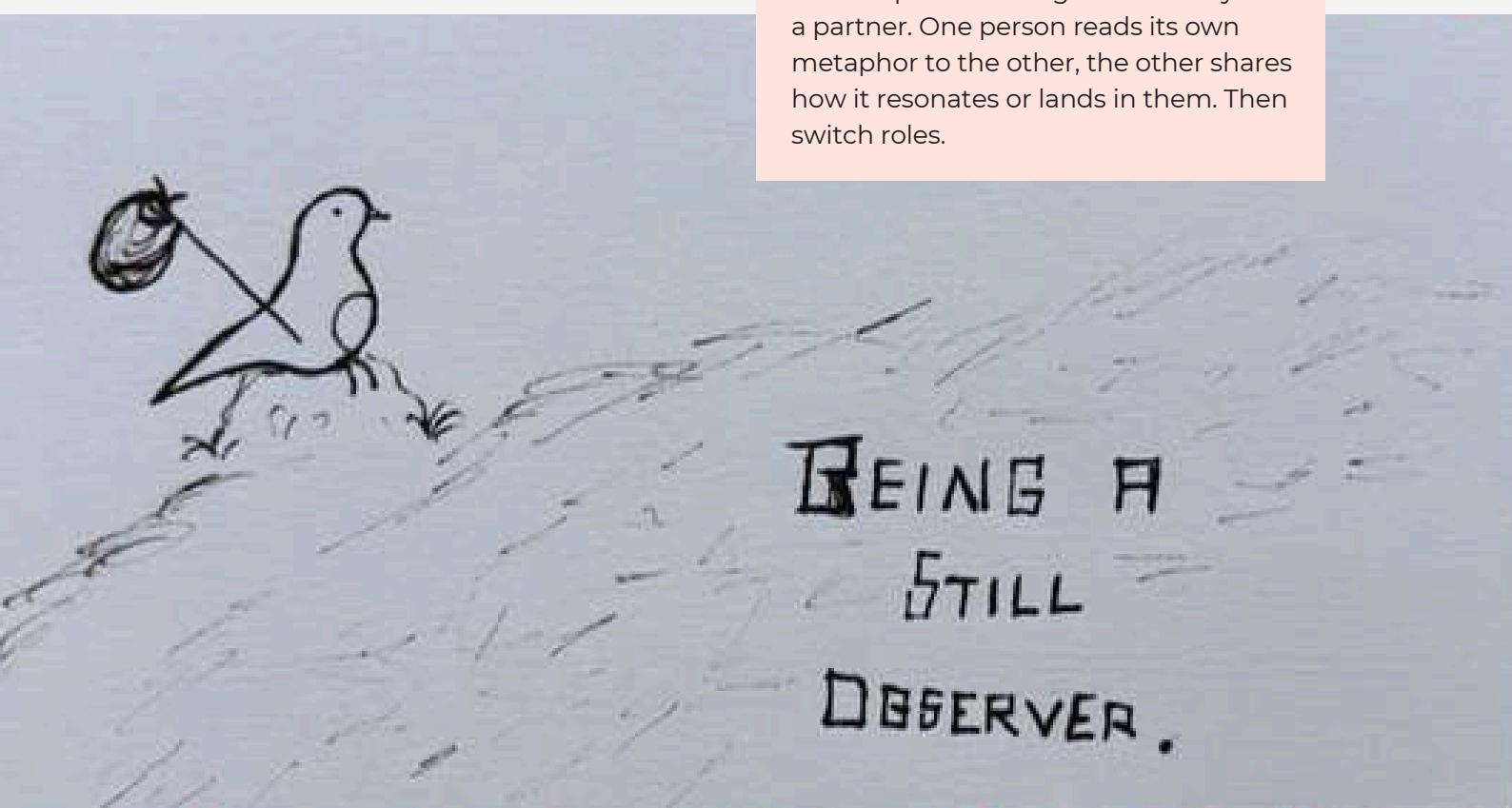
Location: Indoors/Outdoors

Objectives:

- Support participants in communicating inner states and intentions through both verbal and non-verbal expression.
- Continue the process of getting to know each other at a deeper, more personal level.
- Encourage creative, intuitive, and playful engagement, helping participants shift out of a purely logical mindset.
- Build familiarity with the physical space, inviting participants to explore and use its full potential.

Step by step Instructions:

1. Visualisation: Invite participants to close their eyes (optional) and take a few breaths. Guide them to visualise a natural image that matches their current feeling or intention for the session and to write it down on a small piece of paper.
2. Suggest moving around the room noticing how the metaphor feels in different areas of the space, and then leave the paper in a place that feels right in the room.
3. Participants walk through the room again and read the metaphors of the others. Invite them to choose one metaphor that is not their own and read it out loud.
4. Participants walk again until they find a partner. One person reads its own metaphor to the other, the other shares how it resonates or lands in them. Then switch roles.



INTRODUCTION TO THE CONCEPT OF BODY TERRITORY

Duration: 1 hour

Materials: A3 paper, colored pens and pencils

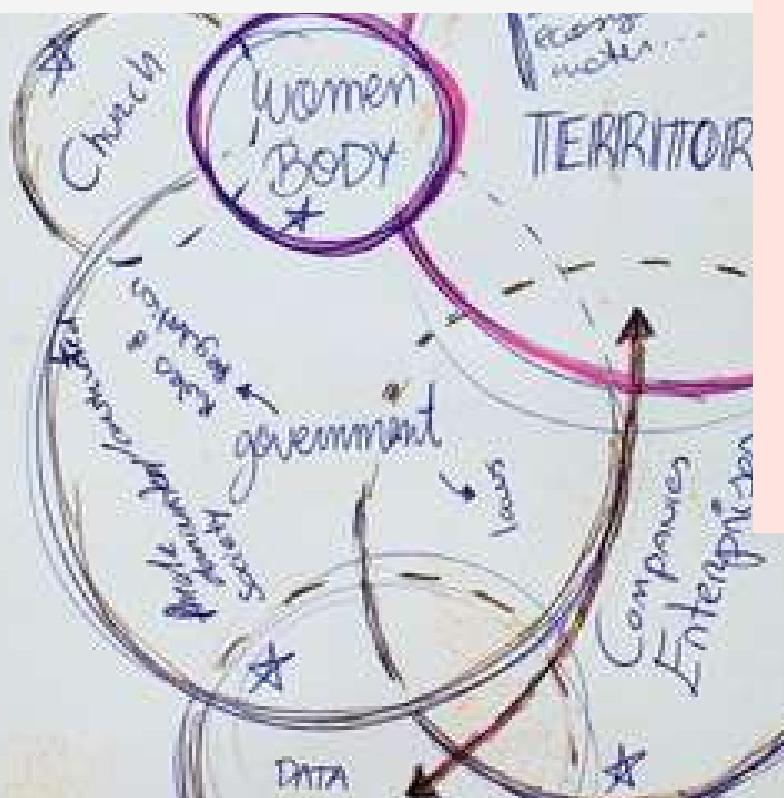
Objectives:

- Support shared knowledge-building around the concept of body territory.
- Draw from collective intelligence to understand a complex, multifaceted topic.
- Increase awareness of embodied, social, and political dimensions of body territory.
- Develop creative teamwork and collaborative mind-mapping skills.
- Practice presenting complex ideas clearly and precisely.



Step by step Instructions:

1. Introduce the definition of Body Territory and its origins.
2. Open free sharing about knowledge or resonance with the topic.
3. Split the group into smaller groups (2 to 4 people). Give 2 quotes per group and invite the groups to map, on the A3 paper, the interconnections between body and territory, and the players and relationships (power or influences) present in the situations from the quotes. Give 20 minutes.
4. Come back to the whole group: each small group presents their map, and others can reflect on what has been shared.





#3 CYCLICITY AND SELF CARE

In this block we explore and share around the concepts of cyclicity in menstruation using the tool of menstrual diagram, sharing circles and archetypes.

THE MENSTRUAL DIAGRAM

1 month before the project, participants were invited to track their menstrual cycle in a diagram.

Context Setting: Be aware of the possibility of having people in the group who do not menstruate or who suffer from reproductive system conditions. If the group is heterogeneous, you can include non-menstruating bodies by inviting them to track their emotions throughout the month and create their own diagram designed for that purpose.

Materials: Printed menstrual diagrams

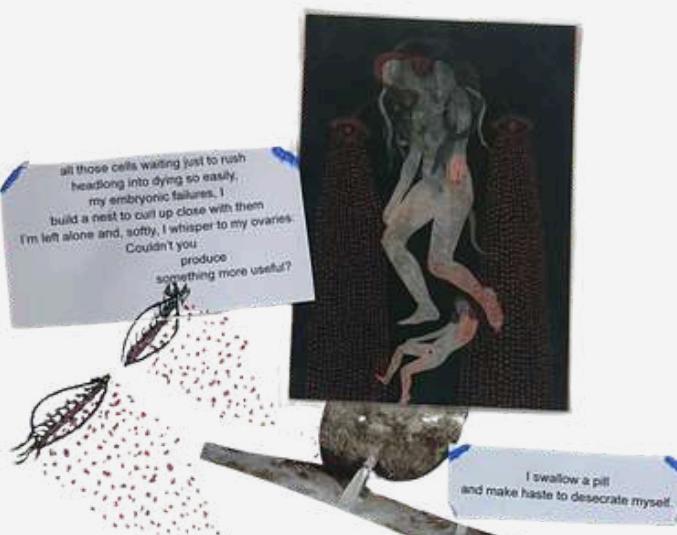
Objectives:

- Experience-based learning about the menstrual cycle, hormones, and bodily processes in a way that is participatory and grounded in lived experience of the participants.
- Supporting participants to identify emotional, physical, and behavioural rhythms in their own cycle, while also learning from the similarities and differences found in other people's experiences.
- Encouraging deeper body awareness.

Step by step Instructions:

1. Share a template of the diagram with the participants at least one month before the training.
2. Create small groups and invite them to share what they have noticed in their diagrams.
3. One person from each team will then summarise the discussion and share it to the whole group.

Note: Questions will probably arise during the presentations. Try to find time during or after the activity for participants to ask and discuss their doubts.



CREATE YOUR OWN ARCHETYPE

Participants are invited to discover the concepts of “archetype” and “cyclicity” through a creative process.

Context setting:

This activity needs to be anchored in the concepts of patterns and cyclicity from the previous activities. The notion of archetype should be clearly understood before beginning. Be aware of the space you choose, to ensure safety of expression for all participants.

Duration: 20 minutes for creation and 5 minutes for each team's presentation

Location: Indoors/Outdoors

Objectives:

- Explore patterns, cyclicity, and archetypes in an embodied way.
- Foster collaboration and spontaneously by inviting participants to co-create in a short and playful process.
- Expand the symbolic, emotional, or intuitive dimensions of the creative process.
- Practice sharing creative work publicly and standing confidently in front of others.



Step by step Instructions:

1. Introduce archetypes with clear examples.
2. Create small groups (these can be the same as in the previous activity or new).
3. Invite the groups to create a short performance or art expression in 20 minutes, representing their own archetype related to what they explored in their diagrams.
4. Open a stage where groups can present their creations.
5. Give each team 5 minutes to present.

Note: Find a meaningful way to close the circle and honour what was presented.

L: image on cyclicity and emotions

R: image from a theatre scene on menopause creating by one of the groups.



AS THE OLD TREE ON THE LAND
THE BARK IS THICKER
THE BRANCHES ARE WIDER
MANY SPECIES FIND REFUGE IN BETWEEN
LIVING AND DYING PARTS
MANY STORIES ARE SHARED UNDER THE SHADE
TO THE NEXT GENERATIONS
THEIR ROOTS GO DEEPER BRINGING UP
THE NUTRIENTS TO THE SURFACE
THE TREE GETS WISER AS IT GETS OLDER.

poem by the participant Aslihan Denizli



#4 LIVING LAB

This practice marks the end of the training and offers a space for the resonance of the experience to take an artistic form, which is then presented to the group. It is a way of integrating the experience and acknowledging the transformative process.

LIVING LAB

Context Setting: Try to read the room as not everyone may want to perform, but there are other roles and tasks that are equally important: producing the event, organising the space, being the music “technician,” etc. Promote diverse forms of representation: participants can create performance, theatre scenes, or an exhibition where works of art are displayed in the room. Let creativity express its versatility and willingness to transcend common formats of expression. If you have time and feel it could be relevant, a rehearsal may be called for.

Duration: 3h for preparation and 5-10 minutes for presentation

Materials: artistic materials

Objectives:

- To create a performance inspired by one of the three following subjects: Stigma and Taboo, Body-Territory, Self-Care and Cyclicity.
- To find a way to communicate the chosen topic to a particular audience (in this case, the Valdelaguna community, mainly elder women).
- To encourage freedom and co-creation in the creative process.
- To integrate and interpret one of the topics mentioned above.

Step by step Instructions:

1. Create teams by dividing the group into three clusters, or invite participants to choose the topic that resonates most with them.
2. The facilitator can be present while the group discusses ideas and gathers information for what their performance will become.
3. The group is given around 3 hours to prepare for the final performance.
4. Presentations to the public last 5–10 minutes. If appropriate, hold a short debate or exchange about the topic between participants, facilitators, and the audience.



WILD WOMB

toolkit for menstrual education

